Course title: Honey Bees: Their Intriguing Biology and Interactions with Humans and More
Course number/Level: ENTOM2030/2031
Academic year: 2020-2021
Semester: Fall 2020
Enrollment: 186 students (non-major undergraduate students)
Instructors: Dr. Marina Caillaud and Dr. David Peck
Graduate TA: Augusto Santos Rampasso
Undergraduate TAs: Anna Espinoza, Catherine Crosier, Cheyenne Markowski, Nathan Laurenz, and Zoe Kim.
Course description: Honey bees have been an object of fascination since prehistoric times. They have been, and still are, prized for their honey and beeswax. Their pollination services are essential in agriculture. Bee pollination is responsible for more than \$15 billion in increased crop value each year in the U.S., and their decline threatens the commercial production of many specialty crops that depend on them. The complexity of their communal life has intrigued many observers and scientists. This course aims to offer an exploration of one of the most amazing life forms we know. Topics covered include chemical ecology, insect physiology, beekeeping, behavioral ecology, pollination biology, sociobiology, the effects of diseases and pesticides on bee health, and conservation biology. The complex relationships between humans and honey bees from prehistoric through modern times will be explored.
Responsibilities: This course was offered during the pandemic when we could not have in-person classes. The lecture portion of the course was asynchronous, and the students would watch pre-recorded lectures. For the course as a whole, my responsibilities were to watch the pre-recorded lectures, attend weekly teaching meetings, manage the undergraduate TAs, grade and provide feedback on weekly discussion posts, contribute to grading of four projects, contribute to course-materials management, and respond to students' messages daily. In addition, I was involved in two 50-minutes long discussion sections per week, and with grading of its exercises. These were synchronous, over Zoom. I co-led section 201 with Anna Espinoza, and we had 31 students. Section 202 was co-led between me and Cheyenne Markowski, and we had 27 students. My role was to support the undergraduate TAs while they were leading the discussion sections, answering questions, and explaining what was expected in the assignments.
Student evaluations – quantitative (1 = completely disagree, 5 = completely agree). The grades are from the sections 201 and 202, respectively:

Seems knowledgeable in the subject matter:	4.75 ± 0.46;	4.69 ± 0.48
Is well prepared for class:	4.50 ± 0.76;	4.69 ± 0.60
Uses class time efficiently:	4.50 ± 0.53;	4.50 ± 0.63
Stimulates deeper thinking about the subject:	4.25 ± 1.16;	4.50 ± 0.82
Makes me feel free to ask questions:	4.63 ± 0.52;	4.69 ± 0.79
Provides clear and comprehensive explanations:	4.25 ± 1.16;	4.69 ± 0.48
Communicates interest in helping students learn:	4.71 ± 0.49;	4.75 ± 0.77
Is willing to help students outside of class:	4.38 ± 0.92;	4.63 ± 0.72
Conveys enthusiasm in teaching the material:	4.50 ± 0.76;	4.75 ± 0.45
Involves everyone in class:	4.50 ± 0.76;	4.69 ± 0.48
Is organized in presenting the material:	4.25 ± 1.04;	4.56 ± 1.03
Grades equitably:	4.75 ± 0.46;	4.69 ± 0.48
Comments on my work in ways that help me learn:	4.50 ± 0.76;	4.56 ± 0.63
Realizes when students do not understand:	4.25 ± 1.16;	4.31 ± 0.79
Overall the quality of my TA's teaching is:	4.63 ± 0.52;	4.50 ± 0.63

Student evaluations – comments sample:

"Augusto Rampasso: He was very nice and brought a great environment to section. He handled questions and controversial topics very well."

"Augusto was incredibly supportive and did not make students feel badly for answers question wrong which encouraged more students to participate."

"Augusto Rampasso was also very nice and when something wasn't clear he did a good job at explaining further on the topic."

"Augusto Rampasso was very good at responding, summarizing, and building onto the responses of students."